





**COLESHILL** *C of E*  
**PRIMARY SCHOOL**  
AND **NURSERY**

## Personal, Social and Health Education (PSHE) Policy

*With God's love, we grow and flourish together*

Policy developed by: Mr Matthew Edwards  
Committee: Local Academy Board  
Date of adoption: July 2021  
Chair of committee signature: Mr David Lloyd  
Frequency of reviews: Every two years

Date of review	Chair of Governors
July 2021	Mr Carl Hindle
June 2023	Mr David Lloyd 
July 2025	

## Our Vision

Our school's purpose is built upon the fundamental principle that every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide opportunities for all children to experience a community living out Christian values and making choices which lead to hope, aspiration and fulfilment.

We believe our school should be a place where we all want to be, a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring children flourish physically, mentally, emotionally and spiritual thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary School, preparing every child for their future.

## Our Values

Our behaviour policy is based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance and self-control.



### Honesty

With God's love, we are truthful so we can be trusted and grow in wisdom.

*"Speaking the truth in love" (Ephesians 4: 15)*



### Kindness

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

*"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)*



### Respect

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

*"In humility, value others above yourselves" (Philippians 2: 3)*



### Perseverance

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

*"Perseverance (produces) character and character, hope" (Romans 5: 4)*



### Self-Control

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

*"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)*



### Forgiveness

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

*"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)*

## **1. How this Policy was developed**

This policy was written by Coleshill Primary School's PSHE lead, our school's senior leaders and it has been developed in consultation with parents, teachers, other school staff, governors and the pupils at Coleshill Church of England Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

## **2. Legal requirements of schools**

It is a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science.

Health Education is also statutory in all schools.

We at Coleshill Church of England Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## **3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Coleshill Church of England Primary School we use Jigsaw a comprehensive scheme of work for PSHE and Wellbeing education. An overview of Jigsaw can be found in our appendices<sup>1</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

#### **Protective Behaviours:**

The Taking Care Scheme is the Warwickshire Education Safeguarding Service promoted approach to help safeguard children.

It uses a curriculum delivered by teaching staff with support from colleagues throughout the school, all of whom have been trained in Protective Behaviours. At Coleshill Church of England Primary School we use these lesson plans and adapt them to be included within our Jigsaw lessons.

The themes of protective behaviours are:

We all have the right to feel safe all the time.

We can talk with someone about anything, even if it feels awful or small.

The Seven strategies are:

Theme reinforcement

One step removed

Network review

Persistence

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<sup>1</sup> JIGSAW long term planning document <https://www.coramlifeeducation.org.uk/Jigsaw/lesson-plans/policy-and-planning>

## Zones of Regulation:

The Zones of Regulation is a curriculum geared towards helping students gain skills in consciously regulation their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called 'Zones' with each of the four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a Zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of method to use to move between Zones. To deepen students' understanding of how to self-regulate, the lessons are set out to teach students these skills: how to read each other's' facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.

The curriculum's learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities.

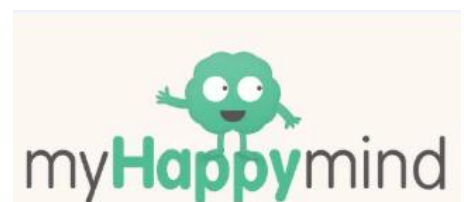
Our PSHE subject lead, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within Jigsaw, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by Jigsaw for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen Jigsaw as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the Jigsaw scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the Jigsaw Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## My Happy Mind

MyHappyMind is a mental health and well-being programme to support children in learning habits to support their own mental health. As a whole school program grounded in science and dedicated to building positive mental wellbeing, myHappyMind helps children understand how their brains work and creates a culture that helps to build children's resilience, confidence, and



self-esteem. MyHappyMind also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves. Learn more here: <https://myhappymind.org/>

## 5. What is being taught

### **Protective Behaviours:**

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### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The Jigsaw programme divides the year into 6 themed units:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In KS2, children are taught about the life cycles of

humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson or the equivalent over the half term, throughout the whole year in their usual classes, when appropriate in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis, within organised nurture groups and for the majority of children includes via our class based staff.

## **7. How PSHE education is monitored, evaluated and assessed**

We use several methods of monitoring and assessing learning within PSHE at Coleshill Church of England Primary School including:

- Teachers must send their coverage and unit plans to the PSHE and RSE lead to ensure the objectives are being met and to allow regular discussions to take place to provide CPD support and guidance.
- Summative assessments should be completed at the end of each unit taught and sent to the PSHE lead for monitoring. At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

## **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Personal Plans.

Jigsaw lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes and teachers will work closely with the PSHE lead to plan lessons.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents have been invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, a member of the Senior Leadership Team will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The SLT will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home prior to the units being taught. It is valuable for a child's development to learn about their own families values in regards to relationships alongside the information they receive at school.

## **10. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead via the school office.

## **11. Policy Review and Development Plan**

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.

## **12. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

### **This policy should be read in conjunction with the following:**

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

## Useful resources

### **PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

### **The Sex Education Forum RSE Policy Guidance**

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>